

"I congratulate you, fellow-workers, on all that has been accomplished for and by nurses, and I welcome you to a consideration of the matters which will come before you to-day and in the following days, praying that we may bring to them the spirit of justice, truth, and humility. We are blessed beyond many other women in being given the chance to work, and I would say here that of all the evils that I know to-day, idleness is one of those most to be feared and dreaded in its effects upon human character. Burton gives it credit as the great cause of melancholy and other diseases, "As ferns grow in an untilled ground, and all manner of weeds, so do gross humours in an idle body." He adds, "An idle dog will be mangy, and how can an idle person think to escape?" We have not only work, but work of a noble and uplifting kind. In a very beautiful address given to the Society of Superintendents on Monday President Needham concluded by saying, "I welcome you to the aristocracy of labor, to the nobility of knowledge." This morning we will be asked to extend our fellowship and join hands in some permanent way with our struggling sisters across the water, and remembering what has just been shown, what we owe English nurses for inspiration and example, any help which we of larger liberties can give will be freely and gladly extended. As a Federation we shall meet together seldom, but these meetings should always be of much moment, and as the presiding officer of this organization let me, in welcoming you, wish you God-speed. I declare this meeting open for work."

## THE EFFECT OF STATE REGISTRATION UPON TRAINING-SCHOOLS

By SOPHIA F. PALMER

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"It has been somewhat difficult in preparing this paper upon the subject of the 'Effect of State Registration Upon Training-Schools' to obtain definite facts. The time is too soon for great results, and I have not been able to give the time to the investigation that the subject needed, nor have I received that cordial coöperation from all of the superintendents to whom I have appealed for assistance that I hoped for, but such statements as I make are based upon knowledge that has been gained either through my experience as a member of the Board of Examiners of New York State, or from information received from women who are actively engaged in State work.

"On broad general principles the effect of the State registration movement has been to stimulate training-schools almost universally,

reaching out over the borders of our own country into Canada, as I shall show you in connection with the practical working of the New York statute, and at closer range acting as a direct means of elevating the standards of theoretical and practical teaching, and forming a basis for that uniform curriculum which for so many years it has been one of the aims of the Superintendents' Society to perfect.

"Holding New York until the last, I shall give the reports from the other States in the order that the laws went into effect.

"The North Carolina 'Bill for the State Registration of Nurses' went into effect March 2, 1903. This bill makes no special provision for regulating the standards of training-schools, but in its practical effect it is having a decided influence upon the methods of training of the schools within the State, insuring better instruction in all branches, and a general move for preliminary training and coöperation among the superintendents of the training-schools of North Carolina for higher standards.

"The New Jersey law, passed in April, 1903, is said to have affected training-schools but very little if any, but the New York registration requirements have had a decided influence in this State owing to its close proximity to New York City, where so many of New Jersey's graduates are employed.

"From Virginia, where the law was passed in May, 1903, I am unable to give a report, though one was promised me.

"The Maryland law, passed in April, 1904, begins to show its influence upon training-school standards, but reports are only very general in character. The feeling among the schools is cordial and coöperation between general and special hospitals is beginning. The large schools are opening their doors for one year's experience to graduates of special schools, so that they may qualify under the law.

"From Indiana I have no report, though their bill was passed and became a law February 27, 1905.

"Since the agitation in California began there have been instances of reorganization in a number of schools, but it is said that the authorities of some of these schools seem somewhat inclined to deny that they have been in any way influenced by the prospect of legal requirements. The passage of the law in this State, as in Indiana and Colorado, is of too recent date to show results. The effect of the agitation in the two last mentioned States I do not know, the fault being mine in not taking more active measures to obtain the facts.

"This brings me to the Registration Act of New York State, which became a law April 27, 1903, and which contains in its first clause this proviso:

"'Any resident of the State of New York, being over the age of

twenty-one years and of good moral character, holding a diploma from a training-school for nurses connected with a hospital or sanitarium giving a course of at least two years, and registered by the Regents of the University of the State of New York as maintaining in this and other respects proper standards, all of which shall be determined by the said Regents, and who shall have received from the said Regents a certificate of his or her qualifications to practise as a registered nurse, shall be styled and known as a registered nurse, and no other person shall assume such title, or use the abbreviation R. N. or any other words, letters, or figures to indicate that the person using the same is such a registered nurse.'

"There has been for many years in the Regents' Office, or the Education Department, as it is now called, a system of registration, and there may be found in the archives of the State the standards maintained by all the great educational institutions of the world, to which have now been added, by the passage of the New York Registration Act, training-schools for nurses.

"The Board of Nurse Examiners were appointed according to the conditions of the statute and called together for organization and business at the Regents' Office in Albany September 15, following the passage of the bill.

"It would occupy more time than is legitimately mine to go into the detail of the preliminary and organization work of the New York Board more than to state that we had only to adapt the peculiar conditions of nursing education to the machinery of the registration laws that were already in operation in the Regents' Office in connection with the registration of the other professions.

"For instance, the forms used for the registration of training-schools were a modification of those used for medical colleges and other institutions of learning that had been registered with the Regents for years. The forms for individual registration of nurses were, with some additions and modifications, the same as those used for physicians, and the board profited greatly by the experience of the gentlemen having charge of the registry department at Albany.

"On the other hand we have had some difficulties to overcome in adjusting the peculiar requirements of nursing education to a system that deals with the theoretical side of educational affairs only, while so much of the important side of nursing is based upon the practical. However, the coöperation from the Regents' Office has been of such a cordial and intelligent character that the board is beginning to feel exceedingly gratified with the results.

"In the beginning all questions regarding the eligibility of schools

were referred to the Board of Examiners. We had just gotten into smooth working order and were beginning to feel somewhat familiar with our very new kind of business when the Unification Bill became a law, which brought about a complete reorganization of the Education Departments of the State, resulting in changes of officers in all departments from the Commissioner down, and not only checking our work for four months, but changing it somewhat and making it necessary to begin all over again with a new set of people in the Education Department, so that during the two years that have passed since the New York law went into effect, the work of the Board of Examiners has been in active operation less than sixteen months, and during that time many weeks have been lost through unavoidable causes of delay.

"I have made this explanation because at first hand the figures that I shall give you may seem small for the length of time that has elapsed since the passage of the New York Registration Act. These figures are not supposed to show all of the work that has been done, but simply to show in what way the law has affected the limited number of schools that it has been possible *for me to reach*.

"The United States Bureau of Education gives the total number of training-schools in the United States at the close of the year 1903 as five hundred and fifty-two, eighty-four of these being accredited to New York State.

"Large numbers of nurses trained in schools in all parts of the other States and Canada are engaged in nursing and claim their residence in the State of New York, and in order that these women may be registered the schools from which they have graduated, no matter at how great a distance, are required to comply with the standards fixed by the Regents in exactly the same way that the schools of the State are required to do. The official papers in connection with the registration of training-schools are filed in the Education Department at Albany. Since the reorganization previously referred to the eligibility of training-schools is decided in that department, based upon conditions and requirements recommended by the Board of Examiners, and adopted by the Regents as being the proper standards referred to in Section 1 of the statute. These requirements are very simple in character, that no hospital in the beginning should be unjustly demoralized by demands that it could not be legitimately asked to meet. These requirements read as follows:

"**REQUIREMENTS FOR REGISTRATION IN FORCE JANUARY 1, 1904-6.**

"**INCORPORATION.**—The training-school for nurses or the institution of which it is a department must be incorporated.

"**PRELIMINARY EDUCATION.**—All training-schools registered by the Regents

of the University of the State of New York shall require of pupils applying for admission a certificate of graduation from a grammar-school or its equivalent, preference being given to applicants who have had one year or more in a high school and to those who have taken a full course in domestic science in a recognized technical school.

"**SUBJECTS OF STATE EXAMINATION.**—Training-schools for nurses registered by the Regents shall provide both practical and theoretical instruction in the following branches of nursing: (1) medical nursing (including *materia medica*), (2) surgical nursing, with operative technic including gynæcological, (3) obstetrical nursing (each pupil to have had the care of not less than six cases), (4) nursing of sick children, (5) diet cooking for the sick, including (a) twelve lessons in cooking in a good technical school, or with a competent diet teacher, (b) food values, and feeding in special cases, to be taught in classes, not by lectures, (6) a thorough course of theoretical instruction in contagious nursing where practical experience is impossible.

"Training-schools for male nurses shall provide instruction in genito-urinary branches in place of gynæcological and obstetrical nursing.

"**PROFESSIONAL EDUCATION.**—The period of instruction in the training-school shall not be less than two full years, during which time the students shall not be utilized to care for patients outside of a hospital. Training-schools giving a three-year course and wishing to continue the practice of utilizing their pupils to earn money for the hospital may send them out to private cases or for district work among the poor for a period not exceeding three months in the third year of their course. But training-schools with a two-year course wishing to continue the practice must extend their course to meet the above requirement.

"**PROVISIONAL REQUIREMENTS.**—The branches of nursing in which both practical and theoretical instruction must be given by training-schools applying for registration will remain in force till January 1, 1906.

#### "SUGGESTED LINES OF DEVELOPMENT.

"**PRELIMINARY EDUCATION.**—After January 1, 1906, all registered training-schools for nurses must require the completion of one year of a high-school course subsequent to an eight-year grammar-school course, or the equivalent.

"**PROFESSIONAL EDUCATION.**—The elaboration of the curriculum to be developed by January, 1906, and the lines on which this development may be expected are:

"*Preliminary training.* Training-schools should teach their probationers before placing them at the bedside of patients:

"a. The various methods of making and changing the bed, with and without the patient;

"b. The temperature of baths, and the simple methods of administering them;

"c. The use and dangers of the hot-water bag;

"d. The principles of sweeping and dusting;

"e. The setting of trays, etc.

"This instruction can be given easily in the nurses' home by the superintendent of nurses or by a delegated nurse. Instruction in these simple principles cannot be given uniformly in the rush and pressure of busy wards. It demands no additional service or expense on the part of the hospital and tends towards the preliminary training that is rapidly gaining favor in the schools

of higher grade. It is not intended as a substitute for the bedside instruction, but as a preparation for it. The patient should not be required to wait for an ordered poultice till the head nurse can show the probationer how to make one. Many similar facts can be taught separately, the final and all-important part coming at the bedside when these bits of deftness are applied to the relief and not to the embarrassment of the patient. Preliminary training in the leading schools covers a period of from one to six months, but the simple practical instruction here suggested is given in many schools that do not profess to have a regular preliminary course.

“*Small classes.* In place of the elaborate system of lectures given gratuitously by members of the medical staff, training-schools should adopt more advanced methods, affording instruction in the same subjects to smaller classes by competent teachers and clinical demonstrations by members of the medical staff. Many schools publish an elaborate lecture course, but being dependent on busy medical men such instruction is frequently and unavoidably not given, to the great injustice to the pupil in training. Instruction in small classes in many schools unable to provide paid teachers is given by the younger medical men affiliated with the hospital, who teach such subjects as bacteriology, anatomy, physiology, materia medica, and chemistry, while the more important subjects of the care and management of acute cases are reserved for members of the regular staff.’

“It would seem almost incredible that there should be training-schools graduating nurses for general work which could not give both theoretical and practical instruction in the branches of nursing mentioned in these requirements, but it had come to the knowledge of the examiners that many schools provided no practical experience in obstetrics, others were lacking in the care of children, many in domestic science; that in some materia medica was not taught systematically, and that a thorough theoretical course in contagious nursing was not given when practical experience was not at hand; also that the lecture courses were considered a fair substitute for experience in many schools, and we were guided by this knowledge in making our recommendations to the Regents.

“It was impossible for me to personally examine the official records in Albany, and during the first week in March I mailed circular letters to one hundred and fifty superintendents of selected training-schools in which I asked the following questions:

“‘1. Have the registration laws or the prospect of such laws brought about any changes in the curriculum of your training-school? If so, in what way?

“‘a. Practical experience, in what branches?

“‘b. Theoretical instruction, in what branches?

“‘c. Preliminary training, to what extent?

“‘2. Have these changes, if any, necessitated additional instructors

“‘a. Physicians?

“‘b. Nurses?

“ ‘c. Specialists (non-professional) ?

“ ‘d. Domestic science?

“ ‘General remarks.

“ ‘Signature,’

“ Seventy of these superintendents have made me no answer, but I know that a number of them are superintendents of schools that have been obliged to completely reorganize in order to meet the simple requirements of the Regents, and I am inclined to think that a few did not reply because they were unwilling to acknowledge the low standards of the schools with which they were connected.

“ The replies from the remaining eighty came promptly and cordially. Of these nineteen were above the standards; fifteen had made no changes and it was not stated whether they were above the requirements or not.

“ A total of forty-six schools reported changes in their curriculæ because of the requirements of the New York law—twenty-six in the State and twenty in the other States and Canada.

“ Three have stopped sending out pupils; six have added *materia medica* to the curriculum; seven have added facilities for practical experience in the care of children; ten have added massage; thirteen have extended the course from two years to three; thirteen have added obstetrics; sixteen have added preliminary instruction; twenty-seven have increased their corps of instructors, varying in numbers from one to seven; thirty-one have added domestic science.

“ The letters accompanying these statistics have contained many interesting facts. Some writers state that the medical lecturers are giving much more attention to their subjects than formerly, and that such lectures are given with much greater regularity; also that pupils in training are showing a more conscientious desire to do good work, realizing that their future success is at stake if they do not improve every opportunity.

“ Some few state that applications are fewer, but the quality of those applying is better. In some instances changes have been brought about with comparative ease since the registration movement, that our women have been working unsuccessfully for years to accomplish.

“ It is clearly shown that the influence of registration is a stimulus to better work, even in those schools where no changes have had to be made.

“ The Regents’ Office at Albany shows on April 24 one hundred and thirty-nine training-schools registered with seventy-one pending; this means that they are either unable to meet the requirements immediately, or that they are waiting for a visit from the inspector.

"Of these one hundred and thirty-nine schools two are in California, six in Canada, five in Connecticut, three in the District of Columbia, one in Florida, six in Illinois, one in Indiana, one in Maine, three in Maryland, ten in Massachusetts, five in Michigan, one in Minnesota, seven in New Jersey, two in Ohio, one in Oregon, eleven in Pennsylvania, one in Rhode Island, one in Utah, one in Virginia, seventy-seven in New York.

"With the official registry in Washington showing eighty-four training-schools in New York State, it would seem as if the New York schools were now very nearly all registered, and that the influence of the New York law was beginning to be felt in some degree in all sections of this country and Canada.

"It is too early to treat conclusively of the influence of registration upon training-schools, for the reason that every day is adding to the list schools that are conforming to the New York requirements. Many schools at a distance have as yet no conception that they have a duty in the matter until a letter from a distressed graduate living in New York brings the fact to their attention. If it is then found that the methods of the school are below the minimum requirements which schools of New York are conforming to, they are stimulated to add to their curriculum such branches as may be lacking.

"These changes sometimes require reorganization of hospital administration and additional expense and in many instances must be made slowly, and it may be weeks or months before the superintendent is able to fill out the blank, swear to its accuracy, and send it to Albany.

"The most encouraging aspect of the whole matter has been the cordial manner with which a fixed standard has been welcomed. Of course, this applies to the smaller schools and to the schools which we would call of lower grades. The schools of high standards have not been in any way affected, and will not be, except as to the quality of their work, as the requirements of the law must always be for a minimum standard, the very least that the State is willing to recognize.

"The general attitude of training-schools has been one of cordial compliance with the standards established by law. Schools lacking in facilities have shown what has seemed to me a remarkable willingness to supply them; a goodly number of schools are being prevented from complying with the requirements, not because of unwillingness, but because of inability to obtain added experience and instruction through affiliation with other hospitals.

"Schools are now asking the Education Department at Albany for a curriculum which the examiners are asked to prepare.

"We need a more liberal attitude on the part of the splendidly



equipped schools towards the smaller and poorer ones. Much of the opposition to a broader affiliation, I have reason to believe, comes from the women at the head of the schools, rather than from the management. This prejudice I confess to have felt at one time myself and I have much sympathy with it, but at the same time I realize since assuming the responsibilities of an examiner, that in order to attain the standards of education which we all now believe are necessary, there must be a wholesale sweeping away of our old prejudices, a more cordial coöperation between large and small schools, hospitals for the insane, general hospital and special schools, rich schools and poor, until every hospital, however small, that is doing honest work in caring for the sick can give the assurance to its pupils of a fair all-round general training through affiliation with different groups of hospitals.

"Only through State registration and the compelling influence of the law can these changes be obtained."

MISS NUTTING.—I voice the feeling of all present in saying with what pleasure we have listened to this truly admirable paper of Miss Palmer's. Great as is the respect felt for the law, I doubt if any one of us realizes the power which it can exercise until we are confronted with its effects. This paper is now open for discussion, and you are invited to discuss it very fully. Those of you who know and can speak of the effects of legislation within your knowledge and experience, and those of you who have any questions to ask, are urged to do so now at the close of this paper, unless you feel that every point has been so well taken up that there is absolutely nothing left to be said.

MISS PALMER.—I know that there are some women in this room who have been helped by the influence of the law. They have told me so since they have been here. I think that as a favor to me they should get up and state what those good effects have been.

MISS SNIVELY.—I would like to say that the influences of registration in the United States is telling upon Canada. We have taken only a few steps so far and you are very much ahead of us, but I wish to say that I was approached not very long ago by the superintendent of a small training-school who said that she had made application to New York for the registration of her school, and that no permanent record had ever been kept in that school, nor had it been kept in several other small hospitals, of the time spent in the various departments. The question in her mind was, "How shall I fill up that registration paper for my nurses who are in New York and wish to continue their practice there?" I said, "Well, you will have to tell the truth, and you see now what the effect of registration means; it means that you will have to do better work."

MISS MAXWELL.—May I say that the effect of registration in New York has been that application is being made for schools throughout the State for supplementary education.

MRS. FOUBNIER.—At the Indiana State meeting held in Fort Wayne we had several superintendents of small training-schools who came purposely for information as to how to extend their course of training in their schools and to find out how, if by any means, they could affiliate with larger institutions for special

work and for extra work. Indiana is, of course, made up of small towns,—villages, I might say,—but still so far situated from each other that hospitals are a necessity, and we have all kinds of experience in those hospitals. We have very good experience for nurses, but we have not special work for them, and they are beginning to question all over the State of Indiana how to give the nurses special work that is required, and I am sure that some of the hospitals of the East that will give and are giving a post-graduate course will hear from a number of graduates from Indiana in the near future.

MISS NUTTING.—This is excellent, and I think there are more members present who can tell of very much better results in their work following upon the registration bill.

MISS CABANISS.—The secretary of the State Society of Virginia is here and can tell you something.

SECRETARY STATE SOCIETY.—We have received a great many letters from superintendents of the different hospitals in reference to the standard applied to Virginia. One hospital held a meeting and many of the smaller schools have affiliated with the larger schools in obtaining a better course of instruction. Their pupils are sent to the larger hospitals to receive instruction, and in many ways they have shown a great interest in the bill and in the raising of the standard. I would like to say right here, graduates of the larger schools should be more willing to take positions in the smaller hospitals. I think all would recognize the difficulty in getting the graduates of the larger schools of the country, especially of the very large cities, to go into these small schools and take positions. Of course, it is a money sacrifice and a sacrifice to ambition in a way, but I wish we could realize the good to the profession that they could do by taking these positions. They are doing good, faithful work, there is no question about that, but I am sure that the very idea Miss Palmer speaks of, in bringing more sympathy between the larger and smaller schools, could be very much sooner established if the graduates of the larger schools would be willing to sacrifice a little and take these positions in the smaller hospitals.

MISS NUTTING.—Miss Cabaniss makes a very interesting suggestion and one that has come to the minds of many of us, that the school cannot be any stronger than its representative, and if those who have had great opportunities are willing to bring them to the help of the smaller schools a difficult problem might be solved. Is there someone else who has a contribution to make to this subject?

MISS DAMER.—Speaking for New York State, I feel that I cannot supplement anything Miss Palmer has said, as we have worked together in securing registration in our State and have been associated together on the Board of Examiners of our State since registration, but I just want to say a word as to the effect upon training-schools, and that is the great interest which the public has in the effects of registration, and they are taking a greater interest, and it is awakening a noble pride, you might call it, in the nurses in considering what their own schools are doing and if they are coming up to the standard, and they are going to demand that they shall come up to the standard and take their places with the larger schools that have that recognition, and I think that it is creating a desire among the profession to consider more closely the work that the school is doing and a demand for recognition for the alumnae of the school on the training-school boards, and it will mean too that we will look to our training-school boards to carry out such measures as will receive our commendation and be our pride and that will receive our loyal support, and that we will turn as a

profession to those schools to send out broad-minded, accomplished, educated, and good women who will assume all the new and improved duties of the new generation of nurses.

MISS NUTTING.—There was one feature of Miss Palmer's paper that was particularly interesting, and that was the number of schools which had considered the question of domestic science and had introduced it into their training; is there anyone here who can add a little information to that feature of Miss Palmer's paper?

MISS VAN KIRK.—I would like to speak of the influence on the insane hospitals. The Regents have required that those nurses should have experience in maternity and children's work, so they have applied to the hospitals that give that training, and in every case women who have spent three or four years training in an asylum have been greatly impressed, even in the hospitals where the standard has not been as it should be.

MISS NUTTING.—If the New York law has been able to accomplish so much, why may it not take up the work of the third year and see if pupils should be sent out in the third year to private duty or any other duty? If there is no further discussion, I will call upon Mrs. Hunter Robb for her paper on "The Affiliation of Schools for Educational Purposes."

#### THE AFFILIATION OF TRAINING-SCHOOLS FOR NURSES FOR EDUCATIONAL PURPOSES

By MRS. HUNTER ROBB

Cleveland, Ohio

"On first thought it might seem more fitting that the subject of this paper should be presented before the Society of Superintendents of Training-Schools, inasmuch as the carrying out of such a scheme must have a direct bearing upon the work of the individual superintendents and upon the object of that society. On the other hand, a federation meeting should be an advantageous ground upon which to array affiliation forces, since a federation already accomplished not only affords a stimulus towards a further extension of the idea along lines which, although differing in kind and degree, are fundamentally similar, but also supplies experience which may be utilized in determining how this extension may be brought about.

"It is with a little hesitation that I approach a discussion of the affiliation of training-schools for nurses, knowing that the plan is fraught with many difficulties that can only be met through the united deliberations and with the common consent of such bodies as are most nearly concerned.

"The past fifteen years have found us as individuals and as associations busy over improvements in nursing conditions and the education of the nurse. On the whole, it may be said that the progress made has been steady and encouraging, but considering that we had practically a